

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact Information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Antonio ISD	015907	St. Philip's Early College High School / 025	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6002167	20	TX-35	069451631
Mailing address		City	State ZIP Code
141 Lavaca Street		San Antonio	TX 78210-

Primary Contact

First name	M.I.	Last name	Title
Derrick		Thomas	Principal
Telephone #	Email address		FAX #
210-486-2406	dthomas@saisd.net		

Secondary Contact

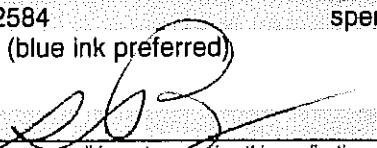
First name	M.I.	Last name	Title
John		Strelchun	Director
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		210-228-3131

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sylvester		Perez	Superintendent
Telephone #	Email address		FAX #
210-554-2584	sperez1@saisd.net		
Signature (blue ink preferred)		Date signed	



12/15/2014

Only the legally responsible party may sign this application.

701-15-101-017

Schedule #1—General Information(cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District's St. Philip's Early College High School (ECHS), located at 1801 Martin Luther King Drive in San Antonio, Texas, is applying for the 2015-2016 Public Charter School Program Start-up (PCSP) grant to seek funding which will address the identified needs of professional development, curriculum creation, and purchasing technology infrastructure. Established as an early college high school in partnership with St. Philip's College, the campus currently provides approximately 100 students (84% eco./dis., 73% at-risk) the opportunity to earn a high school diploma and up to 60 credit hours toward an Associate's degree and/or baccalaureate degree in an academically supportive environment, at no cost to the parent or student. Funding from the PCSP grant will provide teachers with the professional development needed to create a blended high school and college curriculum, procure resources needed to implement project-based learning, purchase one-time start-up equipment. The goal of the grant will support St. Philip's goals of achieving exemplary academic success by establishing high standards for students at the high school and college level within a small, nurturing learning environment. The goals of St. Philip's align with the Texas Education Agency's goal of expanding the number of high-quality charter schools.

St. Philip's ECHS entered into agreement with St. Philip's College, a college within the Alamo Community College District system, in March 2014 to create an early college high school serving grades 9-12 and opening in School Year 2014-2015. The plan was to have a cohort model beginning with 100 freshmen and add 100 more students each year through the 12th grade. SAISD had successfully offered a similar school, Travis Early College High School in partnership with San Antonio College, which had its first graduating class in 2012. The initial success led to the decision to open another early college high school with a focus on attaining either an Associate's of Arts or Associate of Applied Degree or a workforce certification. The need for funding stems from all teachers on the campus being first-year teachers at the high school level with no college experience or college teachers with no high school teaching experience.

The plan to convert St. Philip's ECHS to a campus-based charter originated at the campus level because the campus needed to enhance the college going culture of the current program and ensure that each year a greater number of high school students would reach college readiness and state standards, therefore increasing the number of SAISD students applying and enrolling in 4-year colleges. In summary, the primary focus of an Early College High School that is also a campus-based charter is to attract students who are traditionally underrepresented at the post-secondary level and help them become not only represented at the post-secondary level, but excel at the post-secondary level because they are college and career ready.

SAISD uses the Comprehensive Needs Assessment (CNA) to guide campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators as defined in Texas Education Code Section 39.051. The CNA is developed by the Campus Leadership Team (CLT), a campus-level committee comprised of the campus principal, district personnel, and community stakeholders who all serve in an advisory role to the principal in terms of budgeting, planning, staffing, and curriculum. The CNA reviews data regarding campus demographics, student achievement, school climate, staff, student retention, curriculum, community involvement, technology, and school organization. A critical component of the CNA includes the allocation of resources to project costs associated with the strategies/ activities to determine the costs associated with the total performance objectives outlined in the assessment.

The CNA is systematically monitored throughout the year by the CLT to ensure the assessment's implementation progress, determine if the plan is both realistic in its projected expectation and sufficiently supported; and celebrate successes and use evidence of completion of strategies/ activities to further refine performance objectives and goals to justify future support of resources. Furthermore, the CNA is reviewed at the district level by the Accountability, Testing, Research, and Evaluation Department whose Mission is to integrate survey research, program evaluation, data dissemination, and accountability-related services to help guide academic instruction, data management and administrative decision-making.

St. Philip's ECHS' application to the 2015-2016 Public Charter School Program Start-up was developed after reviewing the 2014-2015 St. Philip's ECHS CNA which identified increasing enrollment, providing early college professional

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

development to teachers, and integrating 21st Century skills in the classroom through the use of technology as areas of need. Designating St. Philip's ECHS as a charter campus addressed the needs of increasing enrollment by allowing the campus to accept students outside of the district's enrollment area. However, because this is a new school, funding gaps were identified in the areas of professional development, technology, and instructional materials and equipment. The grant budget seeks to fill in those funding gaps and deliver needed resources to the campus.

The management plan includes an organizational structure, milestones for accomplishing major objectives and the use of a balanced scorecard to keep the project on task. The management team is comprised of individuals with many years of experience in school leadership and project management. The principal of the campus will direct and manage the overall implementation of the grant project ensuring that the revised instructional programs are effective and promote increased academic achievement as intended. The principal will serve as the Grant Manager responsible for the day to day operations of the project. District business services will be used for financial administration including accounting, payroll, purchasing, information technology and information services. They will ensure that all necessary financial support and enabling technology are available to St. Philip's ECHS. Control of Public Charter School Start Up grant funds will remain at the campus level.

St. Philip's ECHS will utilize a balanced scored card to ensure the program is progressing and attaining the goals set forth in the grant application. The balanced scorecard is managed by the Grants Development & Administration Office and is a process by which the implementing campus can report on key grant program milestones including financial progress, programmatic progress and discuss any obstacles they are facing in implementing the program.

The grant application has comprehensively presented and addressed all statutory requirements including the relationship between the St. Philip's ECHS, St. Philip's College, and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus government, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

SAISD's Office of Research & Evaluation uses a combination of methods and analyses to projects future students by grade. The process involves a Cohort Ratio Model, input from various District Offices, i.e. Facility Services, Principal feedback, and a Projections Review Committee. SAISD enrollment projections are updated annually and current numbers were used to complete responses to TEA program requirements.

The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. The SAISD is committed to the goal of St. Philip's ECHS becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12					
Grant period: May 1, 2015, to July 29, 2016			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$34,746	\$34,746
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$63,000	\$63,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$450,594	\$450,594
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$60,000	\$60,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$0	\$608,340	\$608,340

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	Title			\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$0	\$5,300	\$5,300
20	6119	Professional staff extra-duty pay		\$0	\$25,000	\$25,000
21	6121	Support staff extra-duty pay		\$0	\$0	\$0
22	6140	Employee benefits		\$0	\$4,446	\$4,446
23	61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$0	\$34,746	\$34,746
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$34,746	\$34,746

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$		\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$60,000	\$60,000

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Planning	Implement- ation	TOTAL Budgeted
1	Program evaluation	<input type="checkbox"/>	\$0	\$15,000	\$15,000
2	Professional Development and coaching on early college high school instruction and programming.	<input type="checkbox"/>	\$0	\$15,000	\$15,000
3	Printing services	<input type="checkbox"/>	\$0	\$15,000	\$15,000
4	Professional Development on early college high school curriculum development	<input type="checkbox"/>	\$0	\$15,000	\$15,000
5		<input type="checkbox"/>	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0	\$3,000	\$3,000

a. Subtotal of professional and contracted services requiring specific approval:	\$0	\$60,000	\$60,000
b. Subtotal of professional services, contracted services, or subgrants:	\$0	\$3,000	\$3,000
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total	\$0	\$63,000	\$63,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.**For TEA Use Only**

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implementa- tion	TOTAL Amount Budgeted
	1	Laptops	Instructional	106	\$900	\$0	\$117,139	\$117,139
	2	Document Camera	Instructional	10	\$500			
	3	Laptop Carts	Storage & Recharging	4	\$1,300			
	4	Projectors	Instructional	10	\$600			
	5	Digital Cameras	Instructional	5	\$200			
	6	Large Format Printer	Communication/ Instructional	1	\$1,500			
	7	Roll Laminator	Communication/ Instructional	1	\$1,500			
	8	Color Copier	Instructional	1	\$1,289			
	9	CD/ DVD Duplicator	Instructional	1	\$250			
10				\$				
6399	Technology software—Not capitalized					\$0	\$15,000	\$15,000
6399	Supplies and materials associated with advisory council or committee					\$0	\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$0	\$117,139	\$117,139
	Remaining 6300—Supplies and materials that do not require specific approval:					\$0	\$318,455	\$318,455
Grand total:						\$0	\$450,594	\$450,594

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$20,000	\$20,000
	Specify purpose: Travel to National Council of Teacher of English Conference, National Science Teacher Association Conference, National Council of Teachers of Mathematics, Early College High School National Conference, National Social Studies Conference			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$0	\$20,000	\$20,000
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$40,000	\$40,000
Grand total:		\$0	\$60,000	\$60,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step toward realization of St. Philip's mission is the completion of an annual Comprehensive Needs Assessment (CNA) conducted by every school in the district. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the Texas Accountability Intervention System (TAIS) School Improvement Plan, identifying educational strengths and areas of need and revealing future priorities and areas of focus.

The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the TAIS and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the School Improvement Plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan. The standardized CNA process consists of four stages:

Stage I: Planning (New CNA) - Campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the process. Next, committees are established for each CNA focus area (demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology) and community members, parents and/or business partners with relevant expertise are invited to participate. The completed CNA also is used to guide development of or revisions to the School Improvement Plan.

Stage II: Reviewing (Existing CNA) - Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.

Stage III: Completing the Executive Summary - An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage IV: CNA Completed - The complete CNA is compiled and forwarded to SAISD's Federal Programs Department. The CNA process prioritizes the TAIS Critical Success Factors (CSF), including: improving academic performance, increasing the use of data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing family and community engagement, improving school climate, and improving teacher quality.

In preparing for the proposed grant program, a two-step review process was completed: 1) used St. Philip's ECHS' CNA to determine CSF status; and, 2) evaluated the purpose of the grant program, comparing impact to unmet needs under the approved charter. Emphasis was placed on facilitating academic improvement through the development of early college high school curriculum and professional development, and project-based learning through the integration of technology. Key recommendations were: a) professional development and curriculum development in early college high school, and b) equipment and materials for successful implementation.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Highly qualified and highly trained teachers to effectively implement early college high school instruction with an emphasis on project based learning.	Grant funds will fund the purchase of early college high school instruction professional development. The professional development will provide teachers with the knowledge necessary to add depth and complexity required for an ECHS.
2.	Curriculum development in support of high school, dual-credit and college companion high school courses with TEKS requirements	Grant funds will fund the salaries of staff beginning the summer of 2015-July 2016, which will be dedicated to developing curriculum for the early college high school. The scope of work would include drafting curriculum which fulfills the requirements necessary for students to receive college credit and simultaneously satisfies TEKS requirements.
3.	The utilization of necessary furniture and equipment in order to fully implement and support project based learning and reinforce 21 st Century Learning skills.	Grant funds will provide the technology needed for instructional enrichment and enhancement and for project based learning experiences.
4.	The purchase of supplies and materials in order to foster successful project based learning and early college high school instruction.	Grant funds will support the funding of additional, non-consumable teaching materials such as science equipment, graphing calculators, campus and classroom libraries, Social Studies ancillary material, and audio visual learning equipment.
5.	The development of communication and outreach activities to increase awareness of program components, expectations, and student recruitment	Grant funds will purchase items to publicize, promote awareness, and recruit students. Examples of materials to support this need are brochures, posters, banners, and trifold stand.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Will implement the grant program on campus. Will provide continuous professional development to teaching staff to ensure utilization of identified instructional strategies and other best practices.
2.	External Consultants	Various experts in project-based learning and early college high school curriculum. Will assist with the design and implementation of training and the development of curriculum.
3.	Director of Charter Schools	Will provide guidance to implementing campus. The director of charter schools provides administrative oversight to SAISD's 13 in-district charter campuses and will serve as a liaison between the campus and State Education Agencies.
4.	Director of Curriculum and Instruction	The director will coordinate the planning, delivery, assessment, and ongoing improvement of the early college high school curriculum and professional development for this project.
5.	Deputy Superintendent	The deputy superintendent will provide district-level leadership assistance to the campus in all facets of the campus' development, promotion, and implementation of the grant program.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By March 2016, 100% of all educators will have attended early college high school professional development and be able to demonstrate an increased understanding of early college high school best practices as evidenced by a rating of proficient on a locally developed assessment.	1. Identify and contract with external consultant to design training, schedule training, and publish professional development calendar for the year.	05/01/2015	06/30/2015
		2. Develop an assessment of effective practices with contracted consultants.	08/01/2015	10/31/2015
		3. Provide initial training.	07/20/2015	8/30/2015
		4. Monitor and provide mid-year follow-up training	8/24/2015	6/10/2016
		5. Assess effectiveness of training, reflect and redesign professional development plan for 2016-2017.	08/24/2015	6/10/2016
2.	By August 2015, educators will implement 100% of freshmen and sophomore curriculum as evidenced by the percentage of students passing teacher or district-created	1. Identify freshmen and sophomore curriculum and curricular supplements	5/1/2015	8/23/2015
		2. Identify and contract with external consultant to work with staff in curriculum/TEKS alignment and development.	05/01/2015	06/10/2016
		3. Provide training to all professional staff on early college high school curriculum.	7/20/2015	6/10/2016
		4. Develop curriculum	05/01/2015	06/10/2016
		5. Assess effectiveness of curriculum, reflect and redesign curriculum plan for 2016-2017.	05/01/2015	06/10/2016

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD uses Balanced Scorecard methodology to monitor annual attainment of goals and objectives of grant programs. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators. The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows. I. **Knowledge:** overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability. II. **Budget:** alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring. III. **Documentation and Communication:** required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention. IV. **Evaluation:** project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants. V. **Collaboration:** key stakeholders; resources; and, accomplishments. Quarterly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved. Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD is committed to ensuring the financial and programmatic sustainability of St. Philip's ECHS as evidenced by the SAISD Board of Trustees approval of St. Philip's Internal Charter Application. The district is committed to providing St. Philip's an operational budget once grant funds are fully expended. The campus will also use discretionary funds and seek additional funding opportunities to support the mission and goals of the charter.

Furthermore, St. Philip's ECHS' partnership with St. Philip's College includes collaboration in ECHS design, student recruitment, faculty screening and selecting and implementing college courses. This includes ensuring that course goals and standards are understood, and that the same standards of expectation and assessment are applied where college courses are offered.

Existing efforts which will reinforce the work accomplished through the grant include the district-wide implementation of the Positive Behavior Intervention & Supports program to impact positive social, emotional and academic outcomes for students. Additionally, all professional development offered by the District will be made available to the charter campus.

Finally, St. Philip's ECHS partnership with St. Philip's College ensures the campus will operate as an early college high school so long as yearly destination by TEA is achieved. With St. Philip's approval as a charter campus, San Antonio ISD is proud and enthusiastic to offer a campus which operates as both a charter and early college high school.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessment results of early college high school curriculum instructional practices.	1.	Improved Academic Performance
		2.	Improved Teacher Quality
		3.	
2.	Student results of project-based learning on teacher created assessments.	1.	
		2.	Improved Teacher Quality
		3.	
3.	Number of students meeting college readiness expectations.	1.	Improved Academic Performance
		2.	
		3.	
4.	Number of students participating in project events. Feedback on student project presentations.	1.	Improve Academic Performance
		2.	Improve School Climate
		3.	Improve Family and Community Engagement
5.	Improvement in student performance on 9 week grades and annual state assessment.	1.	Improved Academic Performance
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by school principals, school leaders and the PCSC grant support team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. St. Philip's staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

St. Philip's Early College High School, a campus located within the San Antonio Independent School District (SAISD), was approved as a "district charter" by the Board of Trustees. On November 10, 2014, the SAISD Board of Trustees approved a "campus-based charter" for St. Philip's ECHS to improve academic performance and provide an innovative learning environment for all students. As an approved charter, St. Philip's ECHS will continue to operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

As an ECHS St. Philip's ECHS must meet the requirements of TEA and the Coordinating Board to include yearly submission and approval of ECHS Designation Application. The application is based on benchmarks of highly effective practices that all ECHS are evaluated by. These benchmarks are the basis of St. Philip's design and operation.

As a partner with St. Philip's College, our higher education partner, St. Philip's ECHS must adhere to and meet the requirements of the college's accreditation agency, Southern Association of Colleges and Schools.

Approval of St. Philip's ECHS' charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the ECHS Benchmarks, Charter Application, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the charter authorizer, the San Antonio ISD Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs.

Annually, the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources. For all regulations regarding operations and finances, St. Philip's ECHS will refer to the Annual Operating Budget of the San Antonio Independent School District. The campus principal will follow district guidelines for operational and financial plans.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees approved waivers from school district and state policy needed for the successful operation of the St. Philip's ECHS charter. The list of requested waivers was developed using a combination of recommendations on "standard waivers" provided by the Director of Policy and Procedures, consultation with the San Antonio Teacher Alliance, and a review of all local, state and Federal policies. All waivers listed below requested by the school and district staff, have been granted through the approval of the charter application.

1. Daily Schedule: Traditional high schools operate on an eight period day with an 8:45 AM start time and a 4:15 PM end time; St. Philip's ECHS required a waiver to develop the schedule according to the college schedule. The modified schedule would enable students to take college courses and to have companion courses on days they are not attending a college course. Current policy grants the Superintendent the authority to determine school schedules, so no specific policy waiver is required.

2. School Calendar: St. Philip's ECHS requested a waiver to align their school calendar to St. Philip's College's academic calendar. This waiver is needed due to the campus being located within the college campus. When the college is closed, St. Philip's students and staff do not have access to facilities. This waiver is sought to remedy any conflicts that may occur.

3. Student School Calendar: A waiver was requested and granted for students during their Junior and Senior year of high school. Students are expected to have the majority of their college courses during their junior and senior years of high school. The waiver will allow students to follow the college calendar during these high school years to make it easier for consistency between college and high school calendaring. Staff will work with the PEIMS department for attendance and ADA accounting.

4. Staffing: St. Philip's ECHS requested to waive policy DGB (LOCAL) to allow the hiring of non-certified personnel only in specific areas of high need personnel such as mathematics and science. This waiver will assist in meeting the needs and goals of the St. Philip's ECHS. In order to serve as adjunct instructors, the faculty is required to have Master's Degrees in their content area; the waiver will allow the campus to hire an applicant who meets the adjunct instructor qualifications but may not meet the certification requirements of TEA.

5. District Testing: St. Philip's ECHS utilizes the technology infrastructure located on the college campus and therefore does not have access to SAISD servers and intranet. A waiver from SAISD testing that is computer generated and not web-based is necessary.

6. Administrative Requirements: Administrative requirements that St. Philip's is unable to meet as a result of our being located on a college campus will be waived. An example of one such requirement are monthly fire drills in which St. Philip's ECHS will now be able to follow the college's plan. We will participate in the college's drills and report the results to the district through the Secondary Assistant Superintendent in charge of the campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds requested are necessary to expand and implement the goal of achieving exemplary academic success by establishing high standards for students at the high school and college level within a small, nurturing learning environment. Grant funds being requested in support of the project purpose, goals and objectives fall into four categories:

- External consultants to provide professional development and work with staff on early college high school (ECHS) programming and curriculum development
- Extra-duty pay for curriculum development and planning
- Supplies, materials, and technology needed to implement ECHS design with an emphasis on project based learning experience.
- Development of communication and outreach activities to increase awareness of program components, expectations, and student recruitment.

Funding will be used to provide teacher with extra-duty pay for developing early college high school curriculum. As referenced in the needs assessment, St. Philip's is currently developing curriculum for students. The grant program will give St. Philip's ECHS teachers the resources needed to develop the curriculum over the summer months and implement it in the following school year. Utilization of college courses to fulfill high school requirements increases the rigor and relevance of the program. Curriculum development will include adding rigor for pre-AP and AP curriculum and adding Texas Essentials Knowledge and Skills (TEKS) not covered in the college curriculum but required in the high school program. Additionally, consultants will be used to work with teachers in strengthening curriculum/ TEKS alignment. Consultants will also provide professional development and coaching in early college high school programming and instruction. The anticipated outcome for developing the early college curriculum is all students will graduate from St. Philip's ECHS with a Distinguished Achievement High School Diploma and an Associate's Degree or workforce certification.

Furthermore, funds will be used to purchase technology such as laptops, tablets, storage carts and software to provide students with tools required for a college going culture and project based learning experiences. Integrating the Common Instructional Framework with Project-based learning strategies will yield a student-centered pedagogy in which students learn about a subject through the experience of real world application and problem solving. Project-based learning is proven to improve student engagement and prepares students for college and the workforce by incorporating 21st century skills such as critical thinking, collaboration and problem solving. The Common Instructional framework with Project-based learning processes will be integrated into all core content areas that will require students to plan, design, and construct projects during and after class. Access to resources such as technology is crucial to project-based learning and the anticipated outcome is its successful implementation.

Various outreach and orientation events will occur during the planning phase. Additional funds will be used for recruitment purposes which may include brochures, banners, posters, postage and direct mail. The goal is to recruit at-risk students and enroll a student demographic that would not traditionally attend college.

Finally, Title I – Improving Basic Programs currently provide federal financial assistance for a reading teacher position at St. Philip's ECHS. The funding is currently allocated through statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. Future Title I funding will continue to support St. Philip's ECHS' goals and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

Response to Intervention (Rtl) will serve as the proactive, problem-solving process that will be used for all students in order to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. Special and general education work collaboratively so more students can achieve academic progress in general education.

Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure Rtl success. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the Rtl Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The Rtl Coordinator shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. Rtl Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the Rtl Coordinator and campus teachers receive annual training on the Rtl process and the correct guidelines and procedures.

An Individualized Education Program (IEP) will be developed for each identified special education student. The teacher of record in coordination with the Special Education Department will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

St. Philip's College ECHS provides instruction based on the Texas Essential Knowledge and Skills (TEKS). The campus serves grades 9-12 and it uses the instructional program of San Antonio ISD and the principles of an Early College Program to provide a comprehensive, rigorous, vertically aligned, Pre-AP/ Dual Credit curriculum in all content areas. Utilization of college courses to fulfill high school requirements increases the rigor and relevance of the program. St. Philip's ECHS will administer the Texas Success Initiative college placement exam to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

Bridging high school requirements with college readiness standards requires the adoption of school-wide instructional practices. These instructional practices focus on inquiry based learning and developing content literacy across all disciplines and grade levels. Instructional practices include implementation of a Common Instructional Framework in all classes. This framework includes six instructional strategies found in highly successful schools around the country. These strategies include:

- **Classroom Talk:** Creating a space for students to articulate their thinking and strengthen their voice either in pairs, in collaborative group work, or as a whole class
- **Scaffolding:** Connecting prior knowledge and experience with new information
- **Cooperative Group Learning:** Planned and strategic group work with each student held accountable for contributing. Students with diverse skill levels are supported as well as challenged by their peers
- **Literacy Groups:** A collaborative structure where group roles drive the understanding of a variety of texts. The specific roles and discussion guidelines help students engage in a higher level of discourse
- **Quality Questioning:** Students and teachers are challenged to use questions as a way to open conversations and further intellectual inquiry
- **Writing to Learn:** Students experiment daily with written assignments, helping them develop their ideas, critical thinking, and fluency of expression

The Instructional Rounds process will be adopted to ensure continual improvement in teaching practice through a formal peer review process. Teachers observe each other in the classroom and provide feedback. The model for Instructional Rounds is taken from the Harvard Graduate School of Education. Instructional Rounds allow the faculty to determine what is actually happening in a classroom before judging what should be happening and this is crucial in the process of changing instruction for the better. This process will be the core to our growth and development as a Professional Learning Community. (Source: Harvard Graduate School of Education)

Project-based learning with an emphasis on 21st Century Learning Skills will be integrated with the Common Instructional Framework to make instruction more engaging and relevant. Students will develop a portfolio that allows them to apply what is being taught to a real-world problem or situation. To reinforce their knowledge, they will present their work to other students, parents and community members.

By challenging students in both high school and college courses, as well as perpetuating a college-going culture at St. Philip's College, the campus will be successful in increasing overall student performance on end-of-course exams in the State of Texas Assessments of Academic Readiness (STAAR). As a charter campus, St. Philip's ECHS will have greater opportunities to create and embed a college-going at the high school. This college-focused, nurturing learning environment will help all to excel beyond the norm and to experience academic success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal. Waivers from local district policy regarding the school calendar, administrative requirements, and student school calendar were specifically requested by the principal and granted by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus.

Additionally, the grant budget was created to reflect the needs of the campus utilizing the Comprehensive Needs Assessment. The principal served as a key contributor to providing input throughout the process. The budget has been reviewed approved by the campus principal as meeting the current and future needs of the newly created charter campus. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget.

Campus management and day-to-day decision making will ultimately be the responsibility of the campus principal. However, the principal will also work closely with the Campus Leadership Team (CLT) to ensure that St. Philips' ECHS works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the campus principal and the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

The CLT is comprised of 2/3 faculty members consisting of representatives from each content area and specials, the principal, a non-teaching professional and paraprofessional or classified representatives. The other 1/3 will be made up of parent representatives, community representatives, district non-teaching representative, business representatives and, two student representatives. Campus faculty will elect all positions, with the exception of students, parents, community, business and district non-teaching members. These positions will be selected through blind selection of nominations.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both. The implementation of the CLT with fidelity will help ensure all decisions requiring multiple stakeholders for successful accomplishment are met with support from implementing staff. Despite serving in an advisory role, decisions made by the CLT will be met with support from the Board of Trustees.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The approval of a charter application by the Board of Trustees formalized a performance contract. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter. The School Year 2014-2015 is St. Philip's ECHS' first year of operation. Therefore it does not have a baseline of academic achievement to draw from. However, it is the goal of St. Philip's ECHS to have the following performance objective for School Year 2015-2016:

Performance Objectives

- Students will graduate from St. Philip's ECHS with a Distinguish Achievement High School Diploma and an Associate's Degree or workforce certification from St. Philip's College.
- Students will document their learning through a variety of methods, to include:
 - Portfolio
 - Student-led parent conferences
 - Participation in science and history fairs
 - Capstone Course to summarize their four years at St. Philip's ECHS
- Students will be able to demonstrate an increased awareness and understanding of career opportunities in various workforce areas through participating in career and college fairs, and research projects.
- At least 50% of the St. Philip's ECHS students will receive a level one workforce certificate

Student performance is consistently monitored and intervention strategies are implemented to provide additional support for students who have been identified through our data. The campus provides tutorials through its Academic Mentoring course, AVID tutors, counseling from the guidance department, student led-parental conferencing, flexible grouping, and a small learning environment.

St. Philip ECHS expects that this introduction into college for students will result in an increase in the number of at-risk students from SAISD who go on to earn a Bachelor's degree after their four years at St. Philip's ECHS. Early College High Schools are based on the principle that academic rigor, and a system of support, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

St. Philip's ECHS began having dialogue with staff and the Campus Leadership Team (CLT) members, which included parents of students, during the fall of 2014. It was indicated to parents at that time that St. Philip's ECHS, if supported, would seek to become a campus-based charter. Emphasis was made that staff would seek to garner additional funding to help facilitate the development of the ECHS program which would ultimately strengthen the quality of the curriculum and staff provided to students. In addition, the charter would allow the campus to accept applicants from outside of the SAISD boundaries. Staff provided ballots to parents during the Annual Title I meeting (September 2014) and sent home ballots to parents who were not in attendance. The support for the charter designation was overwhelming with 100% of staff and 88% of parents in favor of the designation. Communication with the CLT throughout the chartering process was instrumental in garnering support for the program.

St. Philip's ECHS will continue to reinforce its parent/community involvement by participating in events and programs of the SAISD Parent and Community Department. This includes HB 5 Parent and Community engagement activities, Title I Compliance activities and the implementation of a Parent Teacher Association (PTA). Parent input and involvement will be enhanced through the inclusion of PTA officers on the CLT. Additionally, CLT membership includes business and community representation. Furthermore, parents and members of the community will be involved in the planning, program design and implementation of the charter school in the following capacities:

- **CLT membership** – as the governing body of the charter, the CLT will include two parents who will officially serve on the CLT and attend CLT meetings. CLT membership also includes a business leader/representative. CLT meetings are open to the entire St. Philip's ECHS community.
- **Campus Improvement Plan (CIP)** - The student, parent, and community participants will help develop, review, and sign the CIP.
- **SAISD Community Alignment** – St. Philip's ECHS will align community efforts with SAISD policies, District Leadership, cluster/area community meetings, focus groups, community forums, and town hall meetings.

Finally, each semester the CLT will review the goals, purposes and direction of the charter in order to assess the impact on students. The principal will provide an annual report to the ECHS Leadership team that will inform the college, district and board about the charter program and needs. The ECHS Leadership team is a requirement of destination and is composed of college leadership, district leadership and the ECHS principal. An annual report to the team is a requirement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

St. Philip's ECHS intends to attract an at-risk population and serve students who traditionally would not go on to complete a four-year degree after completing high school in an effort to reach and recruit these students, a marketing campaign to attract 8th graders within the Bexar County boundary. Students will have the chance to attend formal presentations regarding the program, application process and timelines. In addition, parents of 8th grade students will be encouraged to attend campus informational meetings as well as an Open House at St. Philip's College.

St. Philip's ECHS will target the marketing campaign to all SAISD 8th grade students and parent during Spring 2015. Marketing activities will include sending brochures home with students, social media, and a mailing campaign to generate excitement and interest for the campus.

Additionally, enrollment and applicant interviews will take place in Spring each year for students interested in attending St. Philip's ECHS. In order to be considered for enrollment a holistic screening process will be utilized to include:

- Meet one or more of the eligibility requirements of the ECHS to include: first generation college goer, at-risk according to TEA indicators, economically disadvantaged or a population under-served in college.
- a minimum of eighty (80) for a grade point average in seventh grade reading and mathematics
- a minimum of eighty (80) in eighth grade reading and mathematics
- a ninety-four per cent attendance rate with very few tardiness occurrences
- passing scores in reading and math on the 7th and 8th grade STAAR
- a student interview is required for all students
- students must furnish a letter of reference (from an 8th English or 8th Math instructor)
- Children of district employees must meet the same requirements as all students. Special preference is not given to SAISD employees.

Because St. Philip's ECHS is serving an at-risk population each student will be assessed on an individual basis. If through the interview process the student demonstrates a desire to attend despite not meeting some of the above criteria, St. Philip's ECHS will accept him or her and provide them a chance at this opportunity regardless of special education status, past performance, or programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants have the opportunity to present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

Under Texas Education Code Section 12.052, the board of trustees of a school district may grant a charter to parents and teachers for a campus if the board is presented with a petition signed by:

- I. The parents of a majority of the students at the campus; and
- II. A majority of the classroom teachers at the campus.

St. Philip's ECHS provided ballots to parents and teachers during the annual Title 1 meeting. Both parents and teachers supported the charter above the 80% threshold needed to approve the charter. The purpose of converting St. Philip's ECHS into a "campus-based" charter is to provide the resources necessary to develop the curriculum offered at the high school, implement project-based learning with an emphasis on 21st Century Learning Skills, and allow students from outside the district the opportunity to attend the school.

Additionally, converting the campus to a charter provided St. Philip's ECHS with the flexibility to request waivers from district policy. Waivers to the student daily schedule, school calendar, staffing, testing, and administrative requirements were all approved with the intent of impressing a college going culture within the campus. Students attending will now follow the same schedule as their college going peers. Finally, because St. Philip's ECHS operates as an academic cohort, students who left the district prior to graduating were not allowed to stay enrolled in the program. St. Philip's will now be able to remain enrolled in the campus and graduate due to charter designation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision of the charter; or
- c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Representatives will be limited to two (2) consecutive terms with terms for positions extended from September to August. Terms of office apply to those selected as well as those elected.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

The CLT will be permitted to govern autonomously and will be given greater flexibility with regards to curriculum development, equipment purchases, and professional development. In addition, any financial assistance that may be realized through the PCS Start Up Grant will be controlled at the campus level in accordance with District procurement procedure.

All decisions by the governing body will be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students. CLT members share a firm belief in providing a rigorous academic program to a diverse group of students. The purpose of the governing body is to provide a vision and general direction for the school. The qualifications for membership include, but are not limited to, agreement with the mission and vision of the school, familiarity with the curriculum and teaching practices of the school, familiarity with open meetings law, professionalism, motivation, integrity, honesty and respect.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Antonio Independent School District (SAISD) will hire at District expense a Texas certified or public account holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. The entire Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdraws, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees will ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	0	0	0	0	0	0	0	0	0	0	106	106	0	0	212
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															212

Total Staff

20

Total Parents

307

Total Families

191

Total Campuses

1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	0	0	0	0	0	0	0	0	0	0	106	106	106	0	318
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															318

Total Staff

26

Total Parents

462

Total Families

286

Total Campuses

1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)											70	70			140
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															140

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Sam Houston High School	015907006
2.	San Antonio ISD	Sidney Lanier High School	015907008
3.	San Antonio ISD	Highlands High School	015907005
4.	San Antonio ISD	Edison High School	015907003
5.			
6.			

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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